



Massachusetts Department of  
**ELEMENTARY & SECONDARY  
EDUCATION**

## **Report to the Legislature: *Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities***

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Line-item 7061-9600  
June 2010

MR  
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I535  
2010

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Mitchell D. Chester, Ed.D.  
Commissioner

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# Massachusetts Department of Elementary & Secondary Education

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June 2010

Dear Members of the General Court:

I am pleased to submit this *Report to the Legislature: Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities* pursuant to Chapter 182 of the Acts of 2008, line item 7061-9600 which specifies:

*"...a discretionary grant pilot program with the purpose of providing monies to school districts and state public institutions of higher education partnering together to offer inclusive concurrent enrollment programs for students with disabilities as defined in section 1 of chapter 71B of the General Law ages 18-22; provided, that the grant program will be limited to said students who are considered to have severe disabilities and have been unable to achieve the competency determination necessary to pass the Massachusetts comprehensive assessment system (MCAS) exam; provided further, that said students with disabilities shall be offered enrollment in credit and noncredit courses that include nondisabled students, including enrollment in noncredit courses and credit bearing courses in audit status for students who may not meet course prerequisites and requirements..."*

In the fourth year (FY10) of the Inclusive Concurrent Enrollment (ICE) grant program, there are partnerships in six areas of the state. Students meeting the ICE eligibility criteria come from rural, urban, and suburban school districts. All six partnerships provide access to a range of credit and non-credit courses and support services to students. The six higher education/public school district partnerships include seven community colleges, and 28 public school districts. The FY10 grant period began September 1, 2009 and will end on August 31, 2010.

Given students' individual needs, specific disabilities, the distance between students' home and the higher education institution, and other characteristics, the services extended to students vary. For example, some ICE students are taught to use public transportation as part of the program, while others require specialized transportation services. In light of these variations, the ICE program was purposely designed to be flexible so that each partnership could develop in ways to meet the unique needs of the students participating in the program and the communities where they live.

An inclusive post-secondary educational experience for students with severe disabilities requires extensive student support for academic and social success. Partnerships provide access to a range of credit and non-credit courses and support services to students. Services are also made available to faculty in incorporating and instructing students with severe disabilities in the college courses. All of the ICE programs use student support services already found on the college campus (e.g., testing accommodations, assistive technology, interpreter services, readers,



scribes, proctors, academic advising, note taking services, textbooks on CD). More extensive individualized services than what the campus can traditionally provide are also required. Most students are paired with educational coaches who assist them academically and socially. Educational coaches are either high school or college staff, depending on the design of the partnership.

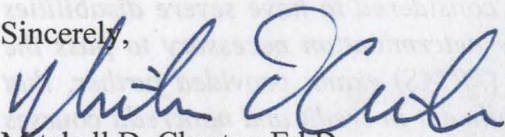
In the fall of 2009, 64 students with severe disabilities enrolled in 78 courses. In the spring of 2010, approximately 80 students will enroll in 83 courses. During FY10, 96 students (unduplicated count) with severe disabilities are projected to participate in the ICE program.

As part of the grant program, the Departments of Elementary and Secondary Education and Higher Education have collaborated with the Institute for Community Inclusion, UMass Boston and produced a DVD and brochure for technical assistance, outreach, and advocacy.

Now that this pilot grant program is in its fourth year, partnerships are making plans on how to sustain the program in the future.

If you have questions, please feel free to contact me or Associate Commissioner Carole Thomson at (781) 338-6201.

Sincerely,



Mitchell D. Chester, Ed.D.

Commissioner of Elementary and Secondary Education



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## Introduction

The Department of Elementary and Secondary Education respectfully submits this Report to the Legislature pursuant to Chapter 27 of the Acts of 2009, line item 7061-9600:

*“a discretionary grant pilot program with the purpose of providing monies to school districts and state public institutions of higher education partnering together to offer inclusive concurrent enrollment programs for students with disabilities as defined in section 1 of chapter 71B of the General Law ages 18-22; provided ...that the department of elementary and secondary education, in consultation with the department of higher education, shall report to the house and senate committees on ways and means, the joint committee on education and the joint committee on higher education on said discretionary grant program not later than February 15, 2010...”*

The Department of Elementary and Secondary Education (ESE), the lead agency, receives grant funds directly and is responsible for the coordination of the grant activities including submitting all required reports. The Department of Higher Education (DHE) provides an advisory function to ESE, partner campuses, and other stakeholders on matters including academic quality, enrollment issues, and higher education policies, and works to expand the capacity of the institutions of higher education to enroll students. The ESE and DHE also share in decision making.

Both agencies annually review grant priorities, update student recruitment and selection procedures, and provide a list of key roles/job functions considered necessary to implement a successful inclusive concurrent enrollment program for students with severe disabilities. Maintaining common goals, procedures and vocabulary for the grant program continues to be a high priority for the ESE and DHE staff, and is particularly important as the partnerships move toward functioning independently. The partnerships have been told to prioritize engaging in discussions and activities to ensure the sustainability of the programs after the grant funding is no longer available to them.

## FY2010 Update

FY10 was the fourth year of the Inclusive Concurrent Enrollment (ICE) grant program, and there are currently partnerships in six areas of the state. All six partnerships provide access to a range of credit and non-credit courses and support services to students. Students meeting the ICE eligibility criteria come from rural, urban, and suburban school districts.

The six higher education/public school district partnerships include seven community colleges, and 28 public school districts. In the fall of 2009, 64 students with severe disabilities enrolled in 78 courses. In the spring of 2010, approximately 80 students will enroll in 83 courses. During FY10, 96 students (unduplicated count) with severe disabilities are projected to participate in the ICE program. The FY10 grant period began September 1, 2009 and will end on August 31, 2010.



Each year the ICE guidelines are updated to reflect the funds available to the partnerships and any new line item language. In FY2010 the amount of funds available to the partnerships was reduced so the guidelines required partnerships to streamline program operations. This was done by limiting administrative salaries that could be charged to the grant and encouraging the partnerships finding additional funding sources.

To ensure that the partnerships coordinated course selection for individual students with employment the FY 2010 guidelines emphasized the prioritization of individualized employment preparation activities and community-based integrated employment opportunities. Aligning these employment preparation and opportunities with the student vision and course work participation resulted in stronger programs and in better outcomes for students.

Professional development and technical assistance is provided to each of the partnerships by a liaison from the Institute for Community Inclusion (ICI), UMASS/Boston. This liaison works with the leaders in each of the partnerships to provide opportunities for faculty and staff to continue to develop the necessary skills to support students with severe disabilities in college courses, vocational activities and in the social life of the college.

To help ensure sustainability, the ICE programs are strongly encouraged to coordinate with the student support services office in the college. Many of the ICE students have been provided with supports such as testing accommodations, assistive technology, interpreter services, readers, scribes, proctors, academic advising, note taking services, or electronic versions of textbooks as part of the college's support services. More extensive individualized services are provided to the ICE students using grant funds or supports from the high schools.

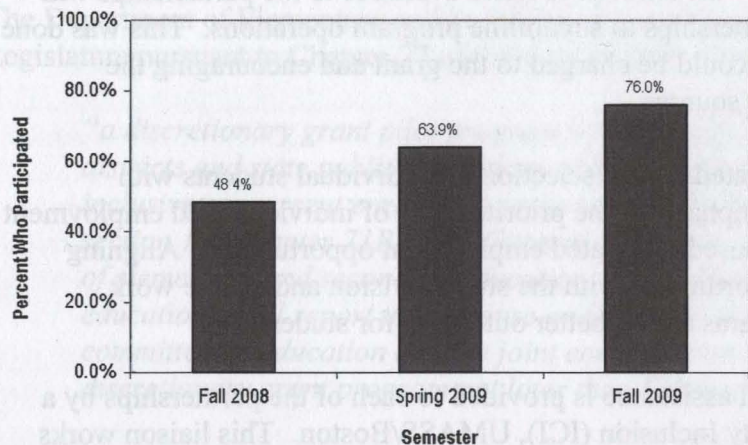
A successful inclusive post-secondary educational experience for students with severe disabilities requires extensive and wide-ranging student support for academic, vocational and social success. Given students' individual needs, specific disabilities, the distance between students' homes and the higher education institution, and other characteristics, each partnership design and the services extended to students within each partnership varies greatly. For example, most students are paired with educational coaches who assist them academically and/or socially. While on campus, some ICE students need one-on-one instruction and social skill support from an educational coach; however, other students need only academic "check-in time" with coaches in order to be successful. Depending on the design of the partnership, educational coaches are either high school or college staff.

The guidelines for the ICE program are deliberately designed to be flexible so that each partnership can develop in ways to meet the unique needs of the students participating in the program and the communities in which they live.

Beginning in FY2009 and continuing into FY 2010, the partnerships have made considerable growth in formally connecting the interests and goals of the student with the college courses that were selected with future competitive employment goals. A steadily increasing number of students are participating in credit bearing courses and the course selections are more closely tied to student transition planning and future career opportunities.



**Figure A: Percentage of Students Participating in Employment and Related Community Activities**



Source: *Inclusive Concurrent Enrollment Mid-Year and Final Reports*

Anecdotal evidence has shown that students benefit more readily when using the entire college experience as the classroom, (e.g., social networks, campus events, transportation to and from campus, course-related activities), so inclusive opportunities in the life at the college are integral to the ICE program design. Students participating in the ICE program join their peers not only in courses, but also in the cafeteria and athletic centers, and they participate in student clubs, theater performances, art shows, volunteer work groups, and other typical campus activities.

To help ensure continued program success the partnerships work hard to maintain and encourage clear lines of open communication between the college faculty, high school staff and families. The partnerships continually revise their frameworks for student participation in college courses, employment opportunities and campus life and determining the appropriate supports for students, families and faculty to ensure success in each of these environments. These partnerships continue to flourish despite the gradual reduction of funding from the state.

A total of \$721,000 in grant funds was awarded to the partnerships in FY10, in awards ranging from \$88,060 to \$116,000. Grant funds are used to pay for stipends/salaries and fringe benefits for project personnel; textbooks, materials, and other associated costs to support the student coursework, vocational activities and participation on the college campus; tuition/fees for students; student transportation costs; consultants (e.g., parent consultants and youth leaders); assistive technology (the necessary technology to ensure full access to the curriculum); mentoring and technical assistance to support the development and implementation of the proposed model; and training supplies. In all, more than 47% is used for stipends and salaries for project personnel; about 12% is used for tuition and fees. Transportation costs are another significant area, particularly for partnerships that serve a wide geographic distribution of districts. Across all partnerships, transportation costs are projected to be approximately 9.5% of total expenditures.

During the course of 2009-10, Bunker Hill Community College (BHCC) assumed the lead agency role from University of Massachusetts Boston (UMASS). In addition, Roxbury Community College (RCC) joined the partnership in order to reach typically underserved Boston students. As a new lead agency of a transitioning partnership, FY 2010 represents a year of



additional capacity building for the BHCC administration. For this reason student enrollment was scaled back to allow the partnership to establish its rhythm. Supplementary support and technical assistance which includes but is not limited to outreach and student selection activities is provided to the BHCC partnership through ICI, Massachusetts Advocacy for Children (MAC), ESE and DHE.

Partnerships have begun to discuss and share strategies to acquire alternative funding sources that will sustain the program in the future. These discussions include applying to be a *Comprehensive Transition and Post-Secondary Program* through the 2009 reauthorization of the Higher Education Act, programmatic and fiscal collaboration with additional public and private organizations, and review and reorganization of high cost services such as transportation, educational coaches, and other supports needed for students with severe disabilities.

9C budget reductions made in October cut \$42,657 from the program, leading to a reduction of support for technical assistance provided by ESE. No expansion to new college campus partnerships was undertaken.

Another activity is the Institute for Community Inclusion's work in collaboration with ESE, DHE and the partnership higher education institutions and high schools to develop a DVD and a brochure to be used for the purpose of technical assistance, outreach and advocacy. The DVD is complete and ready for distribution; the brochure is being customized for each community college.

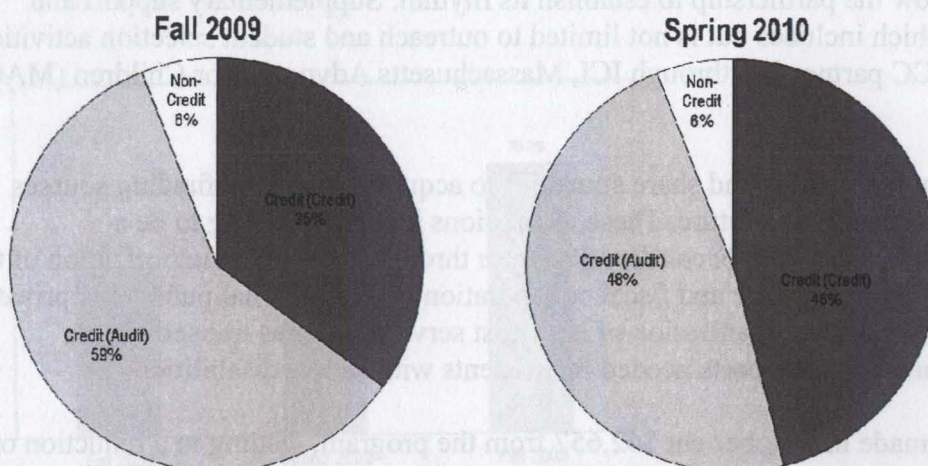
## **Student Outcomes**

### ***Fall 2009 and Spring 2010***

Based on the mid-year reports submitted by the partnerships, during the fall 64 students were enrolled in 78 credit and non-credit bearing courses. Of the 78 courses, 4 courses were non-credit, 47 courses were taken for credit, and 27 courses were audited credit-bearing courses. Students successfully completed 69 courses for an 88% completion rate. Course selection includes arithmetic, career exploration, sound design for multimedia, photography, aerobics, basic drawing, a number of introductory courses both academic and interest-focused, and music and art courses. Course selection is based upon student interest and career goals developed through an individualized student planning process.



**Figure B: Inclusive Credit and Non-Credit Courses**

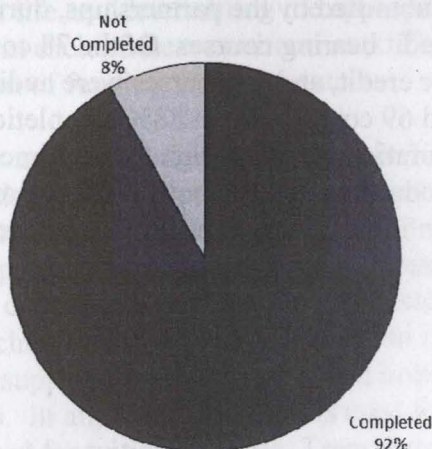


Source: Inclusive Concurrent Enrollment Mid-Year Reports

Student progress toward career and life goals is evident when examining individual course selection over time. Many students are engaged in multiple semester enrollments in a specific course of study and have been able to connect with work experiences as part of the grant program.

Course completion rates have remained consistently high during the last two years of the program as the partnerships have built experience in providing the necessary supports for ICE students. In fall 2009, ninety-two percent of courses taken were completed. Course completion data for spring 2010 was unavailable at the time of this report.

**Figure C: Course Completion Rate for Fall 2009**



Source: Inclusive Concurrent Enrollment Mid-Year Reports

## Case Example: Chris

During the 2007-2008 school year Chris was frustrated with his high school programming and did not like going to school. He missed his friends who had graduated and had moved on to college or work. In June of 2008, Chris was identified by his guidance counselor as eligible to participate in the ICE program at the local community college.



In the fall of 2008, as part of the ICE program, Chris enrolled into First Year Experience 101 at the community college. The curriculum of this inclusive class focused on developing the skills needed to move from high school into college and was designed to help students adjust to college life. At first, Chris was shy and nervous and easily intimidated by his college peers. The educational coach assigned to work with Chris provided constant support during class and encouraged him to participate in class discussions. The educational coach also worked with Chris during social campus activities and helped him to travel around the campus.

Chris adjusted to college life by the end of the first semester. He began to independently participate in classroom discussions. As he became less nervous and more confident in the college environment he became very excited about attending college. Chris completed the course with an A for his semester grade with minimal support from his educational coach and family members.

As part of the ICE program, Chris completed a vocational assessment which indicated that he had a strong interest and aptitude for automotive technology. Chris, his educational coach, his parents and the college coordinator agreed that he should be enrolled in an automotive course during the second semester.

Participating in the automotive course, AUT 127 steering and suspensions, was a pivotal experience for Chris. He and the course instructor, Mr. Smith, immediately developed a strong relationship and Mr. Smith became a key member of Chris' academic support team. His parents noted that Chris appeared to be more confident and happy during this semester, and that he was clearly proud of his accomplishments. Over the next three semesters, Chris became more and more independent and all formal classroom supports were phased out. If he needed any support during class Chris was able to advocate for himself and ask his peers or a teacher for help.

Mr. Smith reports that Chris met the established safety standards in the lab, that he was punctual, attended all of the classes, and completed all of his class and homework assignments. Mr. Smith noted to the ICE coordinator that Chris appeared to thrive when treated like his college peers and he held Chris to the high standards he had set for all students.

As a result of Chris's skills, interests and participation in the ICE program he was hired by a local mechanic for a paid competitive employment experience. Chris is working in a neighboring town 12 hours per week. His responsibilities range from oil and filter changes, tire rotations, checking tire pressure and assisting the master mechanic while he is working on a vehicle. His parents supported Chris's career choice by purchasing automotive tools, clothes and footgear.

Chris has completed his fourth semester as an ICE student. Mr. Smith had this to say regarding Chris' time in the classes: "Having Chris as a student has made me realize the benefits that the student receives from the ICE grant are immeasurable. For me, to see Chris' growth socially and to watch his skills as an automotive technician increase has been the best reward. ICE provides students with an opportunity to be a part of the college community in ways, I believe, that would not be available to them otherwise."



Chris has had a life-changing experience by participating in the ICE Program. He has matured and became more independent, is able to make decisions and is less frustrated and has more enthusiasm about life in general. It appears that Chris will be able to attain his goal of working full-time in the automotive field, to live independently and to continue to benefit from the support of his family and community.

## FY2011 Plans

During the fifth year of the pilot grant program, partnerships will be asked to continue to enhance their community-based employment options for ICE students and to continue to increase the alignment of student post-secondary goals, course enrollment and employment experiences. Partnerships will be encouraged to continue their discussion of ways to incorporate the ICE program into the work of the college and the high school and to develop alternate funding to support the services needed to successfully include students with severe disabilities into the academic and social life a college. The ESE and DHE will continue to work with the partnerships to explore ways to share fiscal resources and personnel assigned to ICE and to work with external partners, including other state agencies, to take advantage of additional services available to individuals with severe disabilities.

Figure C: Chris' progress in the automotive course.

Mr. Smith reports that Chris met the established safety standards in the lab, that he was punctual, attended all of the classes, and completed all of his homework assignments. Mr. Smith noted to the ICE coordinator that Chris appeared to be more confident and happy during his semester, and that he was clearly proud of his accomplishments. Over the next three semesters, Chris became more and more independent and all formal classroom supports were phased out. If he needed any support during class Chris was able to advocate for himself and ask his peers or a teacher for help.

As a result of Chris's skills, interests and abilities, he was hired by a local mechanic for a paid competitive wage. Chris is working in a neighboring town 12 hours per week. He is responsible for changing oil and filter changes, the rotations, checking tire pressure and assisting with car washes. While he is working on a vehicle, his parents supported Chris's car wash. Chris's car wash is an automotive tool, clothes and footgear.

Chris has completed his fourth semester as an ICE student. Mr. Smith had this to say regarding Chris' time in the classes: "Having Chris as a student has made the semester the best for me. I have seen Chris' growth socially and to watch his skills as an automotive technician increase has been the best reward for me."

## Case Example: Chris

Students with an opportunity to be a part of the college community in ways I believe that would not be available to them otherwise. Chris has been identified as a student with a severe disability who is eligible for services as a student with a severe disability. Chris was identified by his guidance counselor as eligible for services as a student with a severe disability. Chris was identified by his guidance counselor as eligible for services as a student with a severe disability. Chris was identified by his guidance counselor as eligible for services as a student with a severe disability.



## Appendix A: Chapter 27 of the Acts of 2009

Inclusive Concurrent Enrollment Programs for Student with Disabilities reads as follows: 7061-9600.. For a discretionary grant pilot program with the purpose of providing monies to school districts and state public institutions of higher education partnering together to offer inclusive concurrent enrollment programs for students with disabilities as defined in section 1 of chapter 71B of the General Law ages 18-22; provided, that the grant program will be limited to said students who are considered to have severe disabilities and have been unable to achieve the competency determination necessary to pass the Massachusetts comprehensive assessment system (MCAS) exam; provided further, that said students with disabilities shall be offered enrollment in credit and noncredit courses that include nondisabled students, including enrollment in noncredit courses and credit bearing courses in audit status for students who may not meet course prerequisites and requirements, and that the partnering school districts will provide supports, services and accommodations necessary to facilitate a student's enrollment; provided further, that the department, in consultation with the department of higher education, shall develop guidelines to ensure that the grant program promotes civic engagement and mentoring of faculty in state institutions of higher education, and supports college success, work success, participation in student life of the college community, and provision of a free appropriate public education in the least restrictive environment; provided further, that funds may be distributed to the department of higher education in order to increase the capacity of public institutions of higher education to include students with severe disabilities in the concurrent enrollment pilot program; provided further, that funds may be allocated to the department of elementary and secondary education to provide training and technical assistance to school districts for program implementation; provided further, that the department of elementary and secondary education, in consultation with the department of higher education, shall report to the house and senate committees on ways and means, the joint committee on education and the joint committee on higher education on said discretionary grant program not later than February 15, 2010; and provided further, that for the purpose of this item, appropriated funds may be expended through August 31, 2010..... \$721,000



## Appendix B: List of FY10 Partnerships

- **Bristol Community College** – lead agency for the partnership
  - Fall River Public Schools
  - New Bedford Public Schools – *New FY10*
  - Old Rochester Public Schools
  - Somerset Public Schools
  - Seekonk Public Schools
  - Taunton Public Schools
- **Bunker Hill Community College** - lead agency for the partnership
  - Roxbury Community College
  - Boston Public Schools
  - Quincy Public Schools
- **Holyoke Community College** - lead agency for the partnership
  - Agawam Public Schools
  - Belchertown Public Schools
  - Monson Public Schools
  - Northampton Public Schools – *New FY10*
  - South Hadley Public Schools
  - Ware Public Schools
  - Westfield Public Schools
- **MassBay Community College** – lead agency for the partnership
  - Newton Public Schools
  - Boston Public Schools
  - Needham Public Schools
- **Mount Wachusett Community College** – lead agency for the partnership
  - Ashburnham-Westminster Regional Public School
  - Fitchburg Public Schools
  - Gardner Public Schools
  - Leominster Public Schools
  - Narragansett Public Schools
  - Ralph C. Mahar Regional Public School
- **Quinsigamond Community College** - lead agency for the partnership
  - Berlin-Boylston Public Schools
  - Leicester Public Schools
  - Millbury Public Schools
  - West Boylston Public Schools
  - Worcester Public Schools



## Appendix C: List of Credit and Non-Credit Courses

ICE students have enrolled in the following courses for credit or non-credit during the fall and spring semesters of FY10.

<b>Fall 2009 &amp; Spring 2010</b>	<b>ICE Student(s) is Taking the Courses for: Non-Credit, Credit, and Audited Credit Bearing</b>
Aerobics	Credit - audit
Arithmetic Review	Credit - audit
Basic Drawing	Credit
Basic Math with Lab	Credit - audit/credit
Basic Reading Skills	Credit
Become a Physical Therapy Aide	Non-Credit
Beginning Algebra	Credit
Beginning French	Credit - audit
Beginning Yoga	Credit - audit
Brakes	Credit - audit
Career Exploration	Credit
Career/Life Planning	Credit - audit
Career Planning	Credit - audit
Ceramics	Credit - audit
Child Development	Credit - audit
Choral Music	Credit
Classical Piano 3	Credit - audit
College Success Seminar	Credit - audit/credit
Computer Applications	Credit - audit/credit
Computer Essentials	Credit
Computer Keyboarding	Credit
Computers and Technology	Credit - audit/credit
Connecting to Your Orange Line	Credit
Developing Reading & Writing I	Credit



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**Fall 2009 & Spring 2010****ICE Student(s) is Taking the  
Courses for: Non-Credit,  
Credit, and Audited Credit  
Bearing**

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Digital Photography	Credit - audit
Digital Photography	Non-Credit
Document Generation	Credit
Early Childhood Development	Credit - audit
Elementary Spanish 1	Credit - audit
First Year Experience	Credit - audit
Fundamentals of Acting	Credit - audit/credit
Fundamentals of Video	Credit - audit
Gym Membership	Non-Credit
Haunting Lessons	Credit
History and Appreciation of Art	Credit - audit
Intimate Relationships	Credit - audit
Introduction to Music Theory	Credit - audit
Introduction of Hospitality	Credit - audit
Introduction to Business	Credit
Introduction to Communication	Credit - audit
Introduction to Criminology	Credit - audit
Introduction to Cultural Anthropology	Credit - audit
Introduction to Drawing	Credit - audit
Introduction to Early Childhood Education	Credit - audit
Introduction to Excel	Non-Credit
Introduction to Film	Credit - audit
Introduction to Microcomputer Applications	Credit - audit/credit
Introduction to Theatre	Credit - audit
Introduction to Wellness	Credit - audit
Job Search Strategies	Credit - audit/credit

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<b>Fall 2009 &amp; Spring 2010</b>	<b>ICE Student(s) is Taking the Courses for: Non-Credit, Credit, and Audited Credit Bearing</b>
<b>Keyboarding 1</b>	<b>Credit - audit</b>
<b>Keys to Successful Money Management</b>	<b>Non-Credit</b>
<b>Law and Society</b>	<b>Credit - audit</b>
<b>Learning Strategies</b>	<b>Credit - audit/credit</b>
<b>Martial Arts - Okinawa</b>	<b>Credit</b>
<b>Martial Arts Taekwondo</b>	<b>Credit</b>
<b>Microcomputer Application for Business</b>	<b>Credit - audit</b>
<b>Movement for Actors</b>	<b>Credit - audit</b>
<b>Music of the 20th Century</b>	<b>Credit</b>
<b>Mythology</b>	<b>Credit - audit/credit</b>
<b>Oral Communication</b>	<b>Credit - audit</b>
<b>Organization and Management of Police Departments</b>	<b>Credit - audit</b>
<b>Painting 1</b>	<b>Credit - audit</b>
<b>Personal Fitness</b>	<b>Credit - audit</b>
<b>Philosophy: Problems in Philosophy</b>	<b>Credit</b>
<b>Photography for Beginners</b>	<b>Non-Credit</b>
<b>Physical Conditioning</b>	<b>Credit - audit</b>
<b>Professional Etiquette</b>	<b>Credit - audit</b>
<b>Public Speaking</b>	<b>Credit - audit</b>
<b>Reading Readiness</b>	<b>Credit - audit</b>
<b>Red Cross Baby Sitting Certificate</b>	<b>Non-Credit</b>
<b>Self -Defense</b>	<b>Credit - audit/credit</b>
<b>Speech</b>	<b>Credit - audit</b>
<b>Steering and Suspensions - Class and Lab</b>	<b>Credit - audit</b>
<b>Strategies for College and Career Success</b>	<b>Credit - audit/credit</b>



Fall 2009 & Spring 2010	ICE Student(s) is Taking the Courses for: Non-Credit, Credit, and Audited Credit Bearing
Swimming	Credit - audit
Topics in Dance	Credit - audit/credit
U.S. National Government	Credit - audit
Watercolor Painting	Credit - audit
Website Design	Credit - audit/credit
What's Cooking	Non-Credit
Writeriffic: Creative Training for Writers	Non-Credit
Writing for Children	Non-Credit
Yoga 2	Credit - audit
Zumba	Credit - audit



